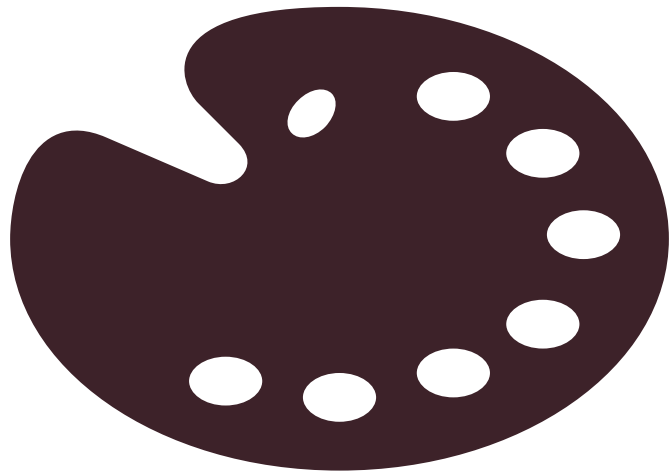


SEEING IS BELIEVING:
BUT HOW DO YOU FEEL?



Art, Social Studies and Social Emotional Learning

CURRICULAR CONNECTIONS



Ohio's Learning Standards

Visual Arts:

VA.HIS.4RE- Explain the relationship between cultures, communities and artists.

- VS.HSI.2CO-Investigate emotional experiences through personal and collaborative artistic processes.

Social Studies:

SS.8.18-Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

SS.8.18.a- Identify examples of cultural bias which has consequences for given minority groups.

STUDENT LEARNING GOALS



1) Students will be able to explain the relationship between cultures, communities and artists specific to their region.



2) Students will be able to investigate and identify their own emotional experiences through personal and collaborative artistic processes and analysis.



3) Students will be able to apply the See, Think, Wonder Routine to discuss stereotypes, prejudices and cultural biases that have consequences for minority groups.

WHO IS JAMES PATE?



James Pate is one of Dayton's most well-known and awarded living artists.

James makes very detailed artwork using scratchboards, charcoal and paper or a style that he created and called "Techno-Cubism".

James showcases stories, messages, images representing important themes and emotions through his artwork.

“The works that I create are primarily for self-enlightenment, self-reflection and self-exploration. [...] To assist with clarity in *telling a story* or *sharing a perspective*,
I opt to utilize representational imagery [...]. Due to a lack of interest in verbally communicating my thoughts,
I rely very much on my visual art expression to state themes that center around *human capacity, relationships* and *behavior*.

-James Pate

FOUR AGREEMENTS FOR COURAGEOUS CONVERSATIONS

Stay Engaged

Experience Discomfort

Speak Your Truth

Expect and Accept Non-closure

SEE, THINK, WONDER

See, Think, Wonder Routine



Name: _____ Class: _____ Date: _____

What do you *see*?

A large, empty, light gray rectangular box for writing the response to the "What do you see?" prompt.

What do you *think*?

A large, empty, light gray rectangular box for writing the response to the "What do you think?" prompt.

What do you *wonder*?

A large, empty, light gray rectangular box for writing the response to the "What do you wonder?" prompt.

SEE, THINK, WONDER

LOVE FORCE BY JAMES PATE

- What is going on in this artwork?
- What do you think about when you look at the artwork?
- What questions come to mind? What do you wonder?



Pate, J. (2024). *Love Force* [Scratchboard].

SEE, THINK, WONDER

*MIDDLE SCHOOL
REVOLT* BY JAMES
PATE

- What is going on in this artwork?
- What do you think about when you look at the artwork?
- What questions come to mind? What do you wonder?



MIDDLE SCHOOL REVOLT

BY JAMES PATE

What does this title make you think?

Do you have a connection from the title to your own school life?

Sketch for two minutes about an issue in the classroom you want to change.



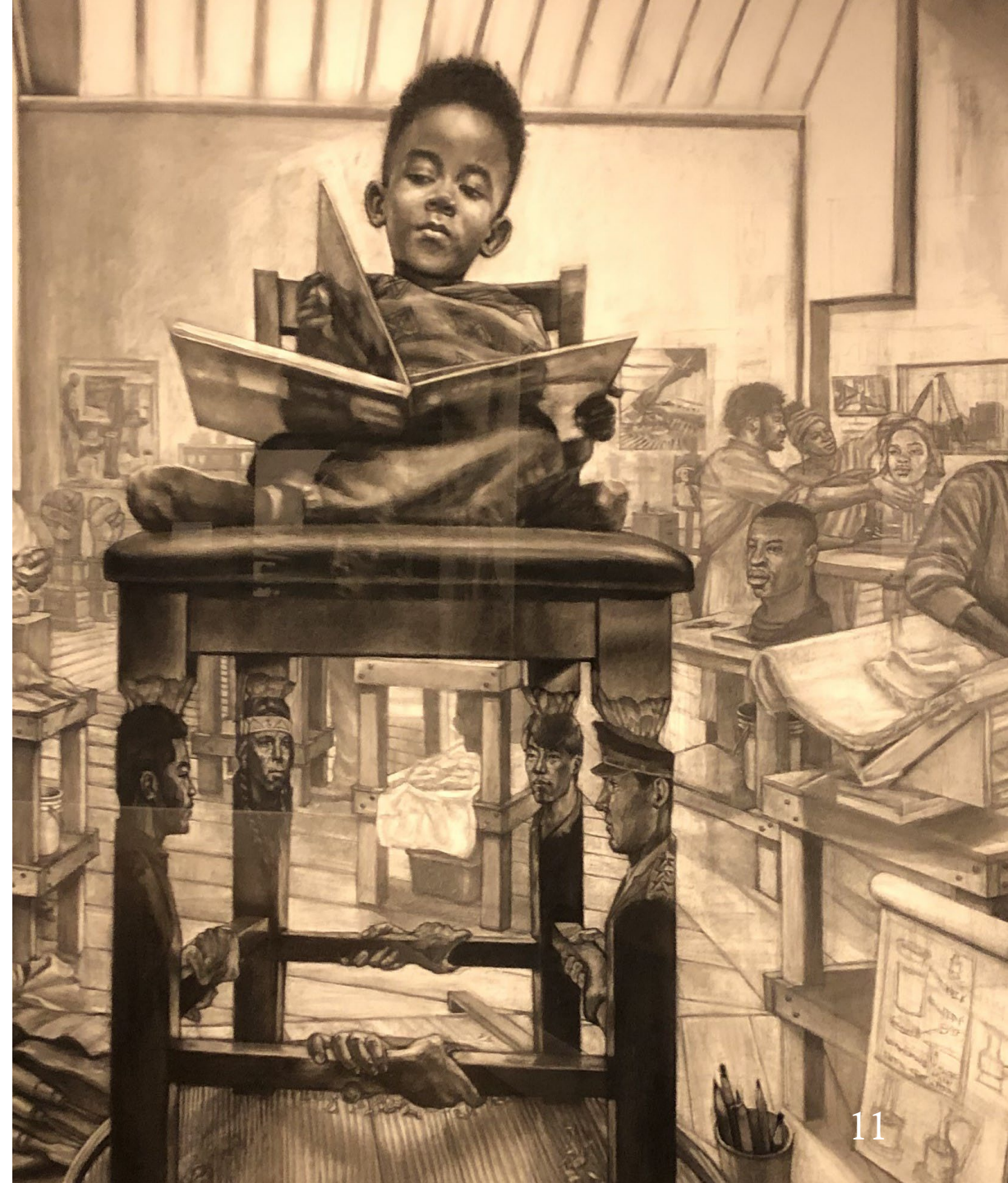
SEE, THINK, WONDER

AYO'S CHAIR BY JAMES PATE

- What is going on in this artwork?
- What do you think about when you look at the artwork?
- What questions come to mind?
What do you wonder?



Pate, J. (2020). *Ayo's Chair* [Charcoal on Paper].



DISCUSSION REFLECTION

See, Think, Wonder Discussion Reflection

Name: _____ Class: _____ Date: _____

Four Agreements for Courageous Conversations:

What was the easiest agreement for you today?

What do you think was the most difficult?

Is there an agreement that might be missing from the list that could support your learning?

See, Think, Wonder Discussion Reflection questions:

How does James Pate's artwork affect Dayton's community?

How did it feel to discuss James Pate's artwork with your peers?

Did you make any connections to social movements, prejudices or cultural biases for people in minority groups?